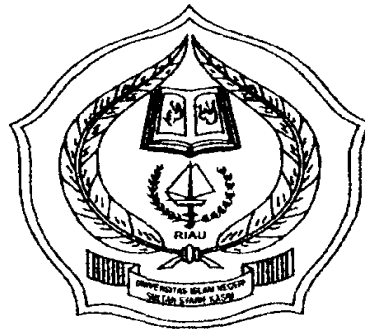


**ABILITY IN IDENTIFYING INFORMATION QUESTIONS OF
THE THIRD YEAR STUDENTS OF SMPN 2 TEMBILAHAN
HULU INDRAGIRI HILIR REGENCY**



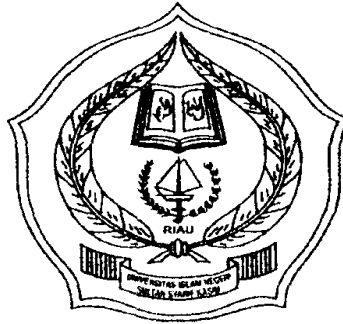
By
JUSPA IRAWATI
NIM: 10314021970

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432H/2011M**

**ABILITY IN IDENTIFYING INFORMATION QUESTIONS OF
THE THIRD YEAR STUDENTS OF SMPN 2 TEMBILAHAN
HULU INDRAGIRI HILIR REGENCY**

Thesis

Submitted to Fulfill One of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



By

JUSPA IRAWATI

NIM: 10314021970

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432H/2011M**

ملخص

جوسفا إراوتي: استطاعة طلاب فصل الآخر مدرسة الإعدادية الحكومية ١١ تمبيلاهن

هولو في تحقق المعرفة على الأسئلة

والمعلومات.

وأما مادة الموضوع في هذا البحث هي الطلاب فصل الآخر في مدرسة الإعدادية الحكومية ١١ تمبيلاهن هولو. وموضع منها استطاعتهم في تحقيق العرفة على الأسئلة والمعلومات.

ومجموع الطلاب ١١ ١١ طالب, واختار الكاتب ١١ % منهم للنموذج. وللتحصيل البيانات يستعمل الكاتب طريقة امتحان وحوار, فالإمتحان لإيجاد استطاعة الطلاب في تحقيق المعرفة على الأسئلة ومعلومات. وعلى ذلك, للتحليل البيانات التي وجدت من الطلاب فيستعمل الكاتب الآتي:

$$P = \frac{X}{N} \times 100\%$$

ولمعرفة معدل استطاعة في تحقيق المعرفة, فيستعمل الكاتب رموز الآتي:

$$M = \frac{\sum FX}{N}$$

وعلى كل بيانات فيجد الكاتب ان معدل استطاعة الطلاب في تحقيق المعرفة على الأسئلة ومعلومات. ويطبق بي "مقبول" وكل ذلك تأير من قليل الوقت والفرصة لديهم, وايضا لقليل مقبولهم.

ABSTRACT

JUSPA IRAWATI: ABILITY IN IDENTIFYING INFORMATION
QUESTIONS AT THE THIRD YEAR STUDENTS OF
SMPN2 TEMBILAHAN HULU INDRAGIRI HILIR
REGENCY

The title of this research is “” The subject of this research is the third year students of SMPN2 Tembilahan Hulu, and the object is the ability at the third year of students of SMPN2 Tembilahan Hulu in Identifying Information questions.

The total number of the population are 102, because it is large for the writer/researcher, the writer only takes the sample 50% out of the population. It is taken as sample consisting of 51 students. To get the data, the writer uses a test and interview; the test is used to find out the students ability identifying Information questions in all tenses.

In analyzing the data, and to get the description of the answer given by the students, and data are analyzed by using the following formula:

$$P = \frac{X}{N} \times 100\%$$

Then, to obtain the mean of the student's ability in identifying Information Questions form, the formula is used:

$$M = \frac{\sum FX}{N}$$

Based on the data analysis, it can be concluded the average score the students' ability in identifying Information questions is 50, it means that the ability of the students in identifying Information Questions in both of them is fair. Moreover, based on the interview done to the teachers and students found that several factors that influence the student's ability. There are the time allocated is very limited, the students have low motivation, their environments, and the facilities in teaching and learning English are not completed.

ABSTRAK

JUSPA IRAWATI: KEMAMPUAN SISWA KELAS TIGA SMPN 2
TEMBILAHAN HULU KABUPATEN INDRAGIRI
HILIR DALAM MENGIDENTIFIKASI PERTANYAAN
INFORMASI

Adapun subjek penelitian ini adalah siswa kelas tiga SMPN Tembilahan Hulu, dan objeknya adalah kemampuan siswa kelas tiga SMPN Tembilahan Hulu dalam mengidentifikasi Pertanyaan Informasi.

Jumlah keseluruhan populasi adalah 102 siswa, disebabkan populasi tersebut terlalu besar maka peneliti hanya mengambil sample 50% dari jumlah keseluruhan, atau terdiri dari 51 siswa.

Untuk mendapatkan data, penulis menggunakan Tes dan Interview. Tes digunakan untuk menemukan kemampuan siswa dalam mengidentifikasi pertanyaan Informasi dalam semua tenses.

Dalam menganalisa data yang didapatkan dari siswa, penulis menggunakan rumus sebagai berikut:

$$P = \frac{X}{N} \times 100\%$$

Untuk mengetahui rata-rata kemampuan siswa dalam mengidentifikasi Pertanyaan Informasi maka penulis menggunakan rumus berikut:

$$M = \frac{\sum FX}{N}$$

Berdasarkan analisis data, dapat disimpulkan bahwa nilai rata-rata kemampuan siswa dalam mengidentifikasi Pertanyaan Informasi adalah 50, ini artinya bahwa kemampuan siswa dalam mengidentifikasi pertanyaan Informasi dari semua tenses adalah cukup. Selain itu, berdasarkan interview yang dilakukan kepada para guru dan siswa ditemukan beberapa factor yang mempengaruhi kemampuan siswa. Diantaranya ; waktu yang diberikan terlalu sedikit, siswa mempunyai motivasi rendah, dan fasilitas dalam pembelajaran tidak memadai.

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CHAPTER I

INTRODUCTION

A. Background of Problem

English is a foreign language in Indonesia which plays an important role for many purposes, especially for developing science and technology and for international communication. Learning English is very important in Indonesia since it cannot be separated from preparation to face the globalization era.

In Indonesia, English is one of knowledge areas that should be learned in every level of education, started from Elementary to University. This is a form of the government initiatives to equate the break worldliness of English country with the other countries in the entire fields, especially in education, science and technology.

In order to have good English, the learners should learn two important aspects of foreign language. They are language skills such as reading, speaking, listening, and writing. The second is language components like grammar, phonology, and vocabulary. It means to master English we must learn language skills and components.

After learning English, of course, students are expected to be able to speak, read, write and listen. Hence, all of them can not be separated from each other. Furthermore, Swan (1995: xxiii) emphasized that, grammar the result that say how words are combined, arranged and changed to show different meaning.

So, it can be concluded that studying and mastering English grammar are very necessary for students, especially in writing and speaking, because grammar is the aspect of language, and now it is an important factor in understanding a language. Referring to English curriculum or Competency-Based Curriculum (2004: 6), the aim of teaching English in Indonesia to the students is to master the four skills, there are listening, speaking, reading, and writing.

The curriculum of Junior High School also states the need of English programs in Junior High School is to provide the students, which enable them, communicate in English. Students are able to communicate in English when they have good English proficiency. The student's proficiency for language skills are supported by the master of the language components, one of the language components is grammar. Student's communicative proficiency is supported by their ability to produce questions.

In English, there are some kinds of sentences; one of them is interrogative sentence. The interrogative sentence is used for asking questions. Information question is a question that asks for information by using a question word. These are questions that elicit specific information – a person, place, time, reason, manner, and object/ idea/ action.

Question word	Function	Example
What	Asking for Information about something	What is your name?
When	Asking about time	When did he leave?
Where	Asking in or at what place or position	Where do they live?
Who	Asking what or which person or people (subject)	Who opened the door?
How	Asking about manner, asking about condition or quality	How does this work? How was your exam?
Why	Asking for reason	Why do you say that?

In this research, the writer/researcher studies interrogative – word question or information questions. In order to be able to identify information questions they have to comprehend some components, such as question words (when, where, why, who, what, which, whom, whose, and how), to be auxiliary, verb, tenses, etc. So, they are able to produce information questions correctly.

SMPN 2 is one of Junior High Schools in Tembilahan Hulu. Automatically the students also study the English subject. According to (KBK) Competency Based Curriculum, information questions is one of English syllabuses that learned by the third year students of SMPN 2 Tembilahan Hulu in the first semester.

Every student of SMPN 2 Tembilahan Hulu is obligated to take English subject. In average, all classes have twice a week for studying English and the teachers have qualified and professional in teaching, they used textbook and teaching methods according to the competency-based curriculum and Education Curriculum Unit Level.

The students have been taught various knowledge including English subject including grammar items; but in fact, there are some students still confuse, especially in identifying Information Questions in tense. This problem caused by their ability in identifying Information Question and it is still far from the expectation. These problems can be seen from the symptoms are:

1. The students still make mistake in expressing sentences which is contained a information question.
2. The students do not understand how to use tenses, auxiliaries, verb, etc. in identifying information questions.
3. The students do not understand how to use verb accurately in arranging the correct information questions.
4. The students are not motivated to study about information questions.
5. The students are not interested in studying about information questions.

Based on the symptoms above, the researcher is very interested in carrying a research entitled: “Ability in Identifying Information Questions of the Third Year Students of SMPN 2 Tembilahan Hulu Indragiri Hilir Regency”’.

B. The Problems

1. Identification of the Problems

Based on the description above, the writer can identify the problem faced by students in identifying information questions, they are as follows:

- a. How is the students' ability in identifying information questions?
- b. What mistakes do students make in identifying information questions?
- c. What factors influencing the student's ability in identifying information questions?
- d. Which tenses are difficult for students in identifying information questions?

2. Limitation of the Problems

In this study, the writer focuses and limits the problem on the students' ability in identifying information questions in all tenses of the third year students of SMPN 2 Tembilahan Hulu Indragiri Hilir Regency.

3. Formulation of the Problems.

The problem of this study is formulated in following questions:

1. How is students' ability in identifying information questions in all tenses?
2. What factors influencing the students' ability in identifying information questions in all tenses?

C. Reason of Choosing the Title

The writer is interested in choosing the title above because:

1. This study is relevant with the writer as a student of the English education department.
2. This study can be conducted because the time and place of the study are feasible for writer.

D. Objectives and Significance of the Study

This study has general objectives. They are as follows:

1. To find out the ability of students in identifying information questions in all tenses.
2. To find out the factors that influence the students score in identifying information questions in all tenses.

Then, the writer hopes that this study can give contribution a little information for the English teachers of SMPN 2 Tembilahan Hulu, especially about the ability of students in identifying information questions. By comprehending the ability of students, the teacher also expected to find out the ways to solve this problem.

E. Definition of Term

1. Ability

Ability is the capacity of someone to do some things, which it can be said innate capacity or the result of practice (Chaplin, 2000:1). In this study, it means the ability in identifying information questions of the third year students of SMPN 2 Tembilahan Hulu

2. Identify

Identify is to recognize or establish as being a particular person or thing; verify the identity of: *to identify handwriting; to identify the bearer of a check.* (<http://dictionary.reference.com/browse/identify>)

3. Information Questions

Information questions are questions that asks for information by using a question word (Azar, 1989: 8). In this study, information questions are the form of sentence that used to measure the students ability.

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CHAPTER II

THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. Theoretical Framework

1. Ability.

Ability is the capacity of someone to do some things, which it can be said innate capacity or the result of practice, it is the ability we have to connect sentences in stretches of discourse and form a meaningful whole out of series of utterances.

- a. The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. A natural or acquired skill or talent. The quality of being suitable for or receptive to a specified treatment; capacity
- b. *Ability is the mental or physical power to do something: "To make a fortune some assistance from fate is essential. Ability alone is insufficient"*
- c. Ability (*noun*) capability, power, potential, facility, capacity, qualification, competence, proficiency, competency, potentiality no one had faith in his ability to do the job.

(<http://www.thefreedictionary.com/ability>)

As writer defined in previous page that ability means capacity or power to do something physical or mental. Special nature power to do something well talent. The ability in identifying information question means that the students are

able to identify information questions in right pattern and they arrange word by word into information questions correctly.

2. Factors Influence of Ability

The influence factors of students' ability in not be separated from the influenced factors of learning. Muhibbin (2003:132-139) said that; influenced factors in learning are:

a. Internal Factors.

These factors come from the students themselves, which consist of psychological aspects (the organ of the body), such as intelligence, attitudes, interest, aptitude and motivation.

b. External Factors.

These factors consists of social environment such as family, teacher and staffs, society and friends), and non social environment (house, school, equipment and atmosphere).

3. Information Questions

We came to the definition of information questions, that information question is a question that asks for information by using question words (Azar. 1989:8), these are questions for which the answer is more than yes or no; there must be some information in the answer.

Based on the definition above, it can be concluded that information questions are used to get specific information which the answers is more than yes or no by using question words. Here, information questions cannot be separated with questions words because question words are components in building

information questions. Regarding with the problem above, Swan (1995:472) said that, the question words (who, whom, whose, which, what, when, where, why, and how) are used in questions to show what kind of information is wanted.

Then Pyle and Page (1995:93) emphasized that, there are three different rules in questions words:

1. Who or what in subject questions; A subject question is one in which the subject is unknown.

(Who, what)+verb +complement+ modifier)

Example: Who opened the door? (Someone opened the door)

: What happened last night? (Some things happened last night)

2. Whom and what in complement question; A complement question is one in which the complement is unknown.

(Whom, what)+ (do, does, did) + subject + verb + modifier

Example: Whom does Ahmad know from Venezuela?

(Ahmad knows someone from Venezuela).

: What did George buy at the store?

(George bought some things at the store).

3. The questions using when, where, why, and how are formed the same as complement questions.

(When, where, why, and how) + (do, does, did) + subject + verb + complement + modifier.

Example: When will Bertha go back to Mexico?

: Where does Mohammad live?

: Why did George leave so early?

: How did Maria get to school today?

While forming information, Hallan and Nirson view that Wh-questions are started with question word and followed by auxiliary. Pyle and Page (1995:76) emphasized that when forming a question, one must place the auxiliary or the verb before the subject, if there is no auxiliary or be, one must use the correct form of do, does, or did. After do, does, or did, the simple form of the verb must be used. Based on the statements above, the pattern of information questions is Q-Word+ Auxiliary or Verb Be + Main Verb.

Nikita retrieved from [http:// www.ElectingEnglish](http://www.ElectingEnglish) (2004) pointed out “The *grammar* is used with wh- questions depends on whether the topic being asked about is the "subject" or "predicate" of a sentence. For the *subject* pattern, simply replace the person or thing being asked about with the appropriate wh-word.

(Someone has my baseball.)	Who has my baseball?
(Something is bothering you.)	What is bothering you?

For the *predicate* pattern, wh- question formation depends on whether there is an "auxiliary" verb in the original sentence. Auxiliary or "helping" verbs are verbs that *precede* main verbs. Auxiliary verbs are *italicized* in the following sentences.

I *can* do it.

They *are* leaving.

I *have* eaten my lunch.

I *should have* finished my homework.

To make a question using the *predicate* pattern, first form a yes/no question by *inverting* the subject and (first) **auxiliary** verb. Then, add the appropriate wh- word to the beginning of the sentence.

(You will leave some time.)	Wh-word + Will you leave When will you leave?
(He is doing something.)	Wh-word + Is he doing What is he doing?
(They have been somewhere.)	Wh-word + Have they been Where have they been?

If there is **no auxiliary** and the verb is "be", *invert* the subject and verb, then add the appropriate wh- word to the beginning of the sentence.

(He is someone.)	Wh-word + Is he Who is he?
(The meeting was some time.)	Wh-word + Was the meeting When was the meeting?

If there is **no auxiliary** and the verb is not "be", add **do** to the beginning of the sentence. Then, add the appropriate wh-question word. Be sure to "transfer" the tense and number from the *main* verb to the word **do**.

(You want something.)	Wh-question + Do you want What do you want?
(You <i>went</i> somewhere.)	Wh-question + Did you <i>go</i> (<i>past tense</i>) Where did you go?
(She <i>likes</i> something.)	wh-question + Does she <i>like</i> (<i>third person-s</i>) What does she like?

a. Steps of Information Questions in a Sentence.

1. Who plans to take SLA this summer?

The subject is *who*, and the predicate is everything else. The question is formed by putting the *wh-* word *who* into the subject position. The question is about the subject of the sentence. The speaker knows everything--*someone plans to take SLA this summer*, but does not know *who*.

2. What causes students to select particular majors?

The subject is *what*, and the predicate is everything else. The question is about the subject of the sentence: *something causes students to select particular majors*. The question is formed by putting the *wh-* word *what* into the subject position. No other changes are needed to make a question – other than the question mark, of course.

3. Who will John ask for information about summer courses?

The subject of the sentence is *John*. The predicate is *will ask someone for information about summer courses*. The total sentence that lies behind the question: *John will ask someone for information about summer courses*. The unknown information is the direct object of the verb *will ask*. The formation gets more complicated in this situation:

Step #1 Insert the *wh-* word into the sentence:

*John will ask **who** for information about summer courses.*

Step #2 Move the *wh-* word to the beginning of the sentence:

Who *John will ask for information about summer courses?*

Step #3 Move the operator in front of the subject:

Who *will John ask for information about summer courses?*

Why didn't I use *whom*? That's super formal and unlikely to be used in asking a question like this one. In fact, it is a bit hard to imagine any native speaker or truly fluent NNS using *whom* in this type of question.

4. **When** can we register for graduation?

The subject of the sentence is *we*. The predicate is *can register for graduation some time*. The whole sentence that lies behind the question: *We can register for graduation some time*. The question is about the adverbial of time. The speaker knows everything but the time/date. Again, the formation is more complicated than in examples #1 and #2; the process is the same as for the example #3.

Step #1 Insert the *wh-* word into the sentence:

*We can register for graduation **when**?*

Step #2 Move the *wh-* word to the beginning of the sentence:

When *we can register for graduation?*

Step #3 Move the operator in front of the subject:

When *can we register for graduation?*

5. **Where** do we go to register for graduation?

The subject of the sentence is *we*. The predicate is *go somewhere to register for graduation*. The question is about the adverbial of location/place. The whole sentence that lies behind the question: *We go somewhere to register for graduation*. For this example, the process in examples #3 and #4 is followed but with another complication because of the missing operator

Step #1 Insert the *wh-* word into the sentence:

Step #1 Insert the *wh-* word into the sentence:

*We go **where** to register for graduation?*

Step #2 Move the *wh-* word to the beginning of the sentence:

***Where** we go to register for graduation?*

Step #3 Move the operator in front of the subject: But...there is no operator to move!

Step #3a: Insert *do* to be the operator.

***Where** we do go to register for graduation?*

Step #3b: Move the operator in front of the subject:

***Where** do we go to register for graduation?*

What generalizations can we take away from these examples?

1. *Wh-* questions are formed by inserting a *wh* – word into a sentence in the place of missing information.
2. *Wh-* questions focus on particular parts of sentences – not generally on the whole sentence the way that yes-no questions do.

3. *Wh-* questions about the subject of a sentence have simpler grammar than *wh-* questions about anything in the predicate.
4. *Wh-* questions about the subject of a sentence just insert *who* or *what* and keep the same word order.
5. *Wh-* questions about anything in the predicate insert a *wh-* word and then manipulate the word order by moving that *wh-* word to the beginning and moving the operator in front of the subject.
6. *Wh-* questions about subjects are simpler than *wh-* questions about the predicate. The word order is simpler; only two words are needed--*who* or *what*.
7. *Wh-* questions about anything in the predicate are more complicated than *wh-* questions about subjects. The syntax requires not only insertion of the *wh-* word but also manipulation of the word order. More words are needed, too: *who*, *what*, *when*, *where*, *why*, and others.

4. Ability in Identifying Information Questions.

Ability is the capacity of someone to do some things, which it can be said innate capacity or the result of practice, it is the ability we have to connect sentences in stretches of discourse and form a meaningful whole out of series of utterances. Information question is a question that asks for information by using a question word.

a. The function of question words

When	When is used to ask questions about <i>time</i> .
Where	Where is used to ask questions about <i>place</i> .
Why	Why is used to ask questions about <i>reasons</i> .
How	<p>How generally ask about <i>manner</i>. asking about <i>condition or quality</i>.</p> <p>How is used with much and many.</p> <p>How is also used with adjectives and adverbs</p> <p>How long ask about length of time, frequency, and distance.</p>
Who	<p>Who is used as the subject of a question. It refers to people.</p> <p>Who is usually followed by a singular verb if the speaker is asking about more than one person</p>
Whom	Whom is used as the object of the verb or preposition, in spoken English, whom is rarely used, who is used instead. Whom is used only in formal questions. Note; whom, not who, is used if preceded by a preposition.
Whose	Whose asks questions about <i>possession</i> .
What	<p>What is used as the subject of a question. It refers to "things." What is also used as an object.</p> <p>What asks about the particular variety or type of some things.</p>

	<p>What + a form of do is used to ask about activities.</p> <p>What may accompany a noun.</p> <p>What + be like ask for general description of qualities</p> <p>What + look like asks for a physical description.</p>
Which	<p>Which is used instead of what when a questions concerns choosing from a definite, known quantity or group.</p> <p>Which is used when they accompany a noun.</p>

By Betty's Schramper (1989)

5. Factors Influence the Ability in Identifying Information Questions.

The question confronting both teachers and researchers is what student affective characteristics influence learning and what influence each has. In this study there were as many positive correlations between the affective characteristics and course grade as there were between ability factors and course grade. The implication was that affective characteristics have at least as much influence on learning as do ability factors.

a. Personal Factors

The opportunity to learn and share expertise; enjoyment from interacting with others; satisfaction from a sense of belonging to a community; and, prestige from the others.

b. Social Factor

Social factors play a key role in science because science is conducted by humans. On an individual level personal factors such as the desire to have fun and learn new things influence an individual's willingness to participate in identifying information questions. Kenneth Chastain (2006),

[_http://onlinelibrary.wiley.com/doi/10.1111/j.1467-1770.1975.tb00115.x/](http://onlinelibrary.wiley.com/doi/10.1111/j.1467-1770.1975.tb00115.x/)

Each type of factor may positively and/or negatively influence a researchers' willingness to contribute to the students use a information question.

B. The Relevant Research

There are many relevant researches relevant to the research in identifying Information Questions. Those researches are various either general or in specific one. The researcher finds the theory about reading text in book and website. The researcher takes the relevant research that has been investigated by the previous researchers concerning with the difficulties in information questions. They are :

Sarmanila Dewi (2003), her thesis entitled: A Study on the Ability in Identifying Information Question at the Third Year Students of SLTP I Bangkinang Barat Kab Kampar. She found several factors influencing the student's ability in identifying Information Questions. They are the limited time allocation, the students' low motivation and incomplete facilities. The result of the student's ability in identifying information question is categorized into "**Poor**".

Apriani (2008) researched about the student's difficulties in answering WH-Questions of reading text at the second year of SMAN I Minas. She found

that the student's difficulties in answering WH Questions of reading text are classified into serious category. The factors influencing the student's difficulties in answering WH-Questions of reading text are student's motivation, student's attitude and teacher's methods in teaching.

C. Operational Concept

Concept is the main element to avoid misunderstanding and misinterpreting in scientific study. Therefore, a concept is still operated in an abstract form in a research plan which is should be interpreted into particular words in order to make them easy to be measured.

Thus, the operational concept of this study can be seen in the following indicators:

1. The students are able to use question words (when, where, why, how, who, whom, whose, what, and which) in identifying Information questions in all tenses.
2. The students are able to observed factors of identifying Information Question are : Internal Factor (intelligence, attitudes, interest, aptitude and motivation), and External Factor (family, teacher and staffs, society and friends).

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Research Design

The design of this research is descriptive research. It describes the students' ability in identifying the Information Question.

B. The Location and Time of the Research.

This study is conducted at SMPN 2 Tembilahan Hulu Indragiri Hilir regency, and it is on January 2009.

C. The Subject and Object of the Research

The subject of this study is the third year students of SMPN 2 Tembilahan Hulu, while the object is the ability of the third year students of SMPN 2 Tembilahan Hulu in identifying information questions.

D. The Population and Sample of the Study

According to Gay and Peter (2000: 122) that the population is the group of interest to the research, the group to which she or he would like the results of the study to be generalized. It means that population is a group researched. So, the populations of this study are the third year students of SMPN 2 Tembilahan Hulu Indragiri Hilir Regency. It consists of three classes, III a, III b, III c, and all of them are 102 persons.

Because the population is large for the researcher, the researcher takes only 50% of the population as the sample (51 persons). According to Arikunto (1998: 117), sample is a part taken as representative of a population that is

researched. The technique used is proportional random sampling. It can be seen in the following table:

TABLE III.1
The Population and Sample of the Research

Population	Number	Percentage (%)	Sample
III a	34	50	17
III b	34	50	17
III c	34	50	17
Total			51

The technique used is random sampling. According to gay, et al (2000:123). Random sampling is process of selecting a sample in such a way that all individual in the defined population have an equal and independent chance of the being selected for the sample randomness in sampling takes the selection of the sample completely out of the researcher' control by letting a random, or chance, procedures select the sample.

E. The Technique of Collecting Data

To collecting the data, the writer used the following techniques:

a. Test

The test is used to measure the student's ability in identifying information questions in all tenses; it is constructed based on indicators fixed by the researcher in the operational concept. The test provided and designed in multiple choices and Essay test in which they are all forms of tenses examined. Each form consists of 34 items in multiple choices and 16 items in essay test. The total items is 50

items. The application of the test conducted by the researcher and controlled by English teacher of SMPN 2 Tembilahan Hulu, the total number of the test is 50 numbers.

b. Interview.

Interview is used to find out information about the factors influencing the students' ability in identifying information questions. In this case, the researcher takes two teachers and three students as interviewees.

F. The Technique of the Data Analysis

When the data is gathered and tabulated, the further process is to classify the two groups into : qualitative data and quantitative data is of form number and presented in statistic; qualitative data is formed of some statement. The method used in the research is qualitative with percentage.

The students' scores got from the result of documentation are categorized into five classifications:

TABLE III.2

The Level Scores of Students

CATEGORY	SCORE (%)
Excellent	81 – 100
Good	61 – 80
Fair	41 – 60
Poor	21 – 40
Very poor	0 – 20

Taken from: Arikunto, 1998:246

Arikunto, (1998:246) suggested that to analyze the data obtained from the data collection, the researcher uses the descriptive analysis with percentage technique. The researcher used some formulations in analyzing data. They are as follows:

- a. In order to get the description of the answer given by the student, the data analyzed by using the following formula.

$$P = \frac{X}{N} \times 100\%$$

Where:

P = individual score

X = correct answer

N = number of items

- b. To know the percentage of student's answer in each element of the student's classification in identifying Information Question forms, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage

F = number of frequency

N = number of respondents

- c. To know the mean of the student's ability in identifying Information

Questions form, the formula is used:

$$M = \frac{\sum FX}{N}$$

M = mean /average score

$\sum f \times$ = the sum of respondents score

N = Number of respondents (Hartono, 2004:30)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher presents the result of the study that has been carried out. The title is Ability in Identifying Information Questions at the Third year students of SLTPN 2 Tembilahan Hulu Indragiri Hilir Regency. The data presented are from the test and interview.

Test was the instrument to measure the student's ability in identifying information questions in all tenses. The test was administered to 51 students as the sample. In the test, there are two forms of test were tested; multiple choice and essay test. The total numbers of items are 50 items, 34 items in multiple choice and 16 items in essay test. And interview is used to find out the information about the factors influencing the student's ability in identifying information questions.

After collecting the data and computing the students' score, the researcher presents them in the following table:

1. Test Data

TABLE IV.1

**Students' Score in Identifying Information Questions in All Tenses
(Multiple Choice Tests)**

NAMES	N	X	SCORES
STUDENT 1	34	12	35
STUDENT 2	34	10	30
STUDENT 3	34	15	44
STUDENT 4	34	20	59
STUDENT 5	34	25	73
STUDENT 6	34	30	88
STUDENT 7	34	20	59
STUDENT 8	34	25	73
STUDENT 9	34	10	30
STUDENT 10	34	16	47
STUDENT 11	34	18	53
STUDENT 12	34	14	41
STUDENT 13	34	12	35
STUDENT 14	34	30	88
STUDENT 15	34	28	82
STUDENT 16	34	32	94
STUDENT 17	34	24	71
STUDENT 18	34	24	71
STUDENT 19	34	22	65
STUDENT 20	34	26	77
STUDENT 21	34	25	73
STUDENT 22	34	22	65
STUDENT 23	34	30	88
STUDENT 24	34	28	82
STUDENT 25	34	29	85
STUDENT 26	34	21	62
STUDENT 27	34	18	53
STUDENT 28	34	17	50
STUDENT 29	34	15	44

STUDENT 30	34	21	62
STUDENT 31	34	13	38
STUDENT 32	34	10	30
STUDENT 33	34	16	47
STUDENT 34	34	15	44
STUDENT 35	34	8	24
STUDENT 36	34	10	30
STUDENT 37	34	10	30
STUDENT 38	34	17	50
STUDENT 39	34	17	50
STUDENT 40	34	10	30
STUDENT 41	34	14	41
STUDENT 42	34	16	47
STUDENT 43	34	10	30
STUDENT 44	34	12	35
STUDENT 45	34	17	50
STUDENT 46	34	15	44
STUDENT 47	34	21	62
STUDENT 48	34	7	21
STUDENT 49	34	7	21
STUDENT 50	34	7	21
STUDENT 51	34	8	24

ANALYSIS :

$$P = \frac{X}{N} \times 100\%$$

Were:

P = individual score

X = correct answer

N = number of items

Based on the table above, the writer concludes that the number of the high correct answer from the test is 32 items with score 94. While, the number of low correct answer from the test is 7 with score 21.

TABLE IV.2

**Students' Scores in Identifying Information Questions in All Tenses
(Essay Test)**

NAMES	N	X	SCORES
STUDENT 1	16	8	50
STUDENT 2	16	6	38
STUDENT 3	16	5	32
STUDENT 4	16	10	63
STUDENT 5	16	12	75
STUDENT 6	16	11	69
STUDENT 7	16	10	63
STUDENT 8	16	8	50
STUDENT 9	16	6	38
STUDENT10	16	5	32
STUDENT 11	16	8	50
STUDENT 12	16	7	21
STUDENT 13	16	8	50
STUDEN 14	16	13	82
STUDENT 15	16	12	75
STUDENT 16	16	11	69
STUDENT 17	16	13	82
STUDENT 18	16	10	63
STUDENT 19	16	11	69
STUDENT 20	16	8	50
STUDENT 21	16	8	50
STUDENT 22	16	8	50
STUDENT 23	16	13	82
STUDENT 24	16	10	63
STUDENT 25	16	10	63
STUDENT 26	16	12	75

STUDENT 27	16	9	57
STUDENT 28	16	13	82
STUDENT 29	16	8	50
STUDENT 30	16	8	50
STUDENT 31	16	12	75
STUDENT 32	16	5	32
STUDENT 33	16	10	63
STUDENT 34	16	12	75
STUDENT 35	16	8	50
STUDENT 36	16	13	82
STUDENT 37	16	8	50
STUDENT 38	16	6	38
STUDENT 39	16	6	38
STUDENT 40	16	6	38
STUDENT 41	16	5	32
STUDENT 42	16	8	50
STUDENT 43	16	11	69
STUDENT 44	16	12	75
STUDENT 45	16	14	88
STUDENT 46	16	12	75
STUDENT 47	16	8	50
STUDENT 48	16	8	50
STUDENT 49	16	10	63
STUDENT 50	16	8	50
STUDENT 51	16	8	50

ANALYSIS :

$$P = \frac{X}{N} \times 100\%$$

Were:

P = individual score

X = correct answer

N = number of items

Based on the table, the writer concludes that the number of the high correct answer from the test is 14 items with score 88. While, the number of the low correct answer from the test is 5 with score 32.

TABLE IV.3

**Students' Scores in Identifying Information Questions
in All Tenses from Multiple Choice and Essay Test**

NAMES	N	X	SCORES
STUDENT 1	50	20	40
STUDENT 2	50	16	32
STUDENT 3	50	20	40
STUDENT 4	50	30	60
STUDENT 5	50	37	74
STUDENT 6	50	41	82
STUDENT 7	50	30	60
STUDENT 8	50	33	66
STUDENT 9	50	16	32
STUDENT 10	50	21	42
STUDENT 11	50	26	52
STUDENT 12	50	21	32
STUDENT 13	50	20	40
STUDENT 14	50	43	86
STUDENT 15	50	40	80
STUDENT 16	50	43	86
STUDENT 17	50	37	74
STUDENT 18	50	34	68
STUDENT 19	50	33	66
STUDENT 20	50	34	68
STUDENT 21	50	33	66
STUDENT 22	50	30	60
STUDENT 23	50	43	86
STUDENT 24	50	38	76
STUDENT 25	50	39	78
STUDENT 26	50	33	66

STUDENT 27	50	27	54
STUDENT 28	50	30	60
STUDENT 29	50	23	46
STUDENT 30	50	29	58
STUDENT 31	50	25	50
STUDENT 32	50	15	30
STUDENT 33	50	26	52
STUDENT 34	50	27	54
STUDENT 35	50	16	32
STUDENT 36	50	23	46
STUDENT 37	50	18	36
STUDENT 38	50	23	46
STUDENT 39	50	23	46
STUDENT 40	50	16	32
STUDENT 41	50	19	38
STUDENT 42	50	24	48
STUDENT 43	50	21	42
STUDENT 44	50	24	44
STUDENT 45	50	33	66
STUDENT 46	50	37	72
STUDENT 47	50	29	58
STUDENT 48	50	15	30
STUDENT 49	50	17	34
STUDENT 50	50	15	30
STUDENT 51	50	16	32

ANALYSIS :

$$P = \frac{X}{N} \times 100\%$$

Were:

P = individual score

X = correct answer

N = number of items

Based on the table, the writer concludes that the number of high correct score answer from the test is 43 items with score 86. While, the number of the low correct answer from the test is 15 with the score 30.

2. Interview Data

The factors influencing the student's ability in identifying information questions can be seen as follows:

1. The students' assumption

a. Endang (Saturday, January 10, 2009)

The teacher gives less motivation to us, and most of us are lazy to learn and some of us do not have handbook. Moreover, the time is very limited, especially in learning grammar.

b. Lita Sapriani (Saturday, January 12, 2009)

We think English is difficult for us, may be it is caused by our vocabularies is very limited. So, we do not have self-confidence in learning English, automatically, it makes us passive in the class, and the way of teacher in teaching English is not interesting for us.

c. M. Fajri Anshory (Saturday, January 12, 2009)

In teaching learning process, the teacher gives less control for us. So, the teacher does not know whether students serious or not. And also the teacher gives less punishment to lazy students, and the students do not serious in learning English.

B. Data Analysis

This study is about the ability of the students in identifying information questions. Here, there are all tenses forms of information questions that were analyzed. And the researcher divides the score of students into five categories, namely, excellent, good, fairly good, fair, and poor.

Besides, to make the answers of the questions easily understood, therefore, the tables are divided into three groups; firstly, the table that shows the total frequency of achievement range in identifying information questions, and secondly, the table that shows the percentage of student's ability in identifying information questions, and thirdly, the table shows standard deviation of student scores. To make it clear, it can be seen as follows:

TABLE VI.4

**Range of Total Frequency Achievement in Identifying
Information Questions in Multiple Choice Test**

NO	SCORE (X)	FREQUENCY (F)	FX
1	94	1	94
2	88	3	264
3	85	1	85
4	82	2	164
5	77	1	77
6	73	3	219
7	71	2	142
8	65	2	130
9	62	3	186
10	59	2	118
11	53	2	106
12	50	4	200
13	47	3	141
14	44	4	176
15	41	2	82
16	38	1	38
17	35	3	105
18	30	7	210
19	24	2	48
20	21	3	63
	TOTAL	51	2.648

The results of the test, based on the table above, are presented in the following table:

TABLE VI.5
The Percentage Obtained in Identifying Information
Questions in Multiple Choice Tests

NO	CLASSIFICATION		FREQUENCY	PERCENTAGE
	RANK	LEVEL		
1	81 – 100	Excellent	7	13,72
2	61 – 80	Good	11	21,56
3	41 – 60	Fair	17	33,33
4	21 – 40	Poor	16	31,37
5	00 - 20	Very poor	0	0
	TOTAL		51	100

It can be seen that, the table only shows seven students (13,72 %) are in excellent, eleven students (21,56 %) are in good and seventeen students (33,33 %) are in fair and sixteen students (31,37 %) are in poor. Therefore, the average score identifying information questions in multiple choice test is:

$$M_x = \frac{\sum Fx}{N} = \frac{2648}{51} = 51,92$$

It means that, the average score is 51, 92. Consequently, it is categorized into the fair category.

TABLE IV.6

**Range of the Total Frequency Achievement in
Identifying Information Questions in Essay Test**

NO	SCORE (X)	FREQUENCY (f)	Fx
1	88	1	88
2	82	5	410
3	75	7	525
4	69	4	276
5	63	7	441
6	57	1	57
7	50	16	800
8	38	5	190
9	32	4	128
10	21	1	21
	TOTAL	51	2.936

The results of the test, based on the table above, are presented in the following table:

TABLE IV.7

**The Percentage Obtained in Identifying Information
Questions in Essay Test**

NO	CLASSIFICATION		FREQUENCY	PERCENTAGE
	RANK	LEVEL		
1	81 – 100	Excellent	6	11,76
2	61 – 80	Good	18	35,29
3	41 – 60	Fair	17	33,33
4	21 – 40	poor	10	19,60
5	00 - 20	Very poor	0	0
	TOTAL		51	100

The table shows that there were six students in excellent category (11,76 %), eighteen students are in good (35,29%), seventeen students are in fair (33,33 %), and ten students in poor (19,60%). The average score in identifying information questions in essay test:

$$M_x = \frac{\sum Fx}{N} = \frac{2936}{51} = 57,56$$

Hence, the average score of this form is 57, 56. Consequently, it is category to the fair score category.

TABLE IV.8
Range of Total Frequency Achievement in Identifying
Information Questions in Multiple Choice and Essay test

NO	SCORE (X)	FREQUENCY (f)	FX
1	86	3	258
2	82	1	82
3	80	1	80
4	78	1	78
5	76	1	76
6	74	2	148
7	72	1	72
8	68	2	136
9	66	5	132
10	60	4	240
11	58	2	116
12	54	2	108
13	52	2	104
14	50	1	50
15	48	1	48
16	46	4	184
17	44	1	44
18	42	2	84
19	40	3	120

20	38	1	38
21	36	1	36
22	34	1	34
23	32	6	192
24	30	3	90
	TOTAL	51	2.550

TABLE IV.9

Percentage of the Third Year Students' Rate in Identifying Information Questions in Multiple Choice and Essay Test

NO	CLASSIFICATION		FREQUENCY	PERCENTAGE
	RANK	LEVEL		
1	81 – 100	Excellent	4	7,84
2	61 – 80	Good	13	25,49
3	41 – 60	Fair	19	37,25
4	21 – 40	Poor	15	29,41
5	00 – 20	Very poor	0	0
	TOTAL		51	100

This table shows the students' ability in identifying information questions in multiple choice and essay test. There are four students in excellent (7,84 %), thirteen students are in good category (25,49 %), nineteen students are in fair category (37,25 %), fifteen students are in poor (29,41 %). As the result, the average score of students in identifying information questions in all tenses is:

$$M_x = \frac{\sum Fx}{N} = \frac{2550}{51} = 50$$

Therefore, the average score of student's ability in identifying information questions in all tenses is 50. It means that the student's ability in identifying information questions in all tenses is categorized into fair.

By analyzing their work on the test and carrying out interview to teachers and students, there are some factors influencing students' low score. Firstly, studying grammar is not focused and the time in learning English is very limited. Automatically, their ability in English grammar is far from expectation. Example; when the researcher analyzed their assignment on the test, they almost could not identify information questions, they had weaknesses in using and differentiating the function of question words, to be (is, am, are), auxiliaries (do, does, did), verb correctly.

Secondly, the atmosphere of their environment, especially their parents give less attention and support. So, their motivation in learning English is low. Finally, the facilities in learning English are not complete and teaching style of the teachers is not interesting. They cause the students not interested and lazy in learning English.

Based on the problems above, we can conclude that the collaboration between teachers, students, and environment especially parents is very necessary. Thus, the purpose of teaching learning English can be reached.

CHAPTER V

CONCLUSION

A. Conclusion

This study tries to describe the student's ability in identifying information questions at the third year students of SLTPN 2 Tembilahan Hulu and the factors influencing student's ability in identifying information questions. This study was conducted by means of using the multiple choice and essay test in the process of collecting data. The multiple choice and essay test contain the all forms of information questions. Based on the result of the data analysis in chapter IV, the ability of the students in identifying information questions in all tenses can be seen as follows:

1. In multiple choice test.

- 13,72 % of students are categorized into excellent
- 21,56 % of students are classified into good
- 33,33 % of students are categorized into fair
- 31,37 % of students are classified into poor

The average score of students is 51,92%. Thus, the students' ability in identifying information questions in multiple-choice tests is fair.

2. In essay test

- 11,76 % of students are categorized into excellent
- 35,29 % of students are categorized into good

- 33,33 % of students are categorized into fair
- 19,60 % of students are categorized into poor

The average score of students is 57, 56%. Thus, the ability of students in identifying information questions in essay test is fair. Finally, the percentage of student's ability in identifying information questions in multiple choice and essay test is fair, and the average score is 50, it means the ability of the students in identifying information questions in both of them is fair.

Moreover, to know the factors influencing student's ability in identifying it, the researcher did interview. Based on the interview done to the teacher and students, the researcher found several factors influencing the student's ability in identifying information questions. The ability of the students influenced by internal and external factor. There are; the time allocated is very limited, the students have low motivation, their environments, especially their parents give less attention and support to them, and the facilities in teaching and learning English are not complete.

B. Suggestions

The following suggestions are addressed to the students, teacher and institution. For the students, it is expected that they have to increase their ability in identifying information questions in all tenses. They also must have hard effort to improve their motivation in studying English, especially in ability identifying information questions.

For the teacher, the result of this study is expected as a feedback in improving their teaching process, especially English teaching. For institution, by knowing the students' factors that make students face difficulties in identifying information questions in all tenses, it must prepare enough books in the library.

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